

Lockport City School District
Grade 1 Informative Writing Task and Rubric for Units 1-4: PROJECT

Directions:

Writers will research a variety of texts about a selected topic. They will use what is learned about their topic to create an informational text that others can learn from. They will use an appropriate technology tool to create and share their final products.

Successful writers will:

- Maximize each step of the research process, with assistance from teachers and peers.
- Use varied sources to find relevant information for their work.

- Identify the main topic and retell key details of text.
- Make meaningful notes.
- Establish main ideas in their writing and use facts (text or pictures) from their research to support them.
- As writers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen their writing, as needed.
- Use proper capitalization (for dates and names of people) and end of sentence punctuation.
- Use common, proper, and possessive nouns effectively.
- Use conventional spelling for words with common patterns and frequently occurring irregular words.
- Spell untaught words phonetically.
- Use powerful vocabulary words effectively.
- Revise their thinking and their work over time, based on what they learn.
- Use varied technology tools to connect to an audience beyond Lockport, with assistance from teachers.

NAME: _____ GRADE: _____ TEACHER: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ I use words to write about one very clear topic. I include some facts about my topic.	EXPERIENCED _____ I sound like I know a lot about my topic. I sound like expert on it.	EXPERIENCED _____ All of my words and pictures connect to one main topic. I use my words to create an interesting title and a very clear beginning, middle, and end.
DEVELOPING _____ I use pictures and words to write about one topic. I include some facts about my topic.	DEVELOPING _____ I know some important things about my topic. I sound like an expert in some places.	DEVELOPING _____ The words and pictures that I use usually connect to a main message. I have a title for my piece and tell my readers when my piece is ending. I may use the words The End!
BEGINNING _____ I use pictures to share my message. I am still learning how to write about one very clear topic. I am still learning how to use facts in my writing.	BEGINNING _____ I use bold lines and bright colors in my pictures. I know some things about my topic. I am still learning from the experts.	BEGINNING _____ I fill up all of the space in my piece with pictures and some text. I can point to my pictures and tell my readers how they connect to my main message. I can hear the beginning, middle, and end of the texts I read. I'm still learning how to do this as a writer though!

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED _____ The words I use help my reader “see” what I am describing. I try out new words that I don’t know how to spell well just yet.	EXPERIENCED _____ I can write two paragraphs or more. I always use complete sentences. My writing is interesting to listen to because I vary the length of my sentences. I may use fragments for effect (Wow! Crunch!)	EXPERIENCED _____ I capitalize people’s names and dates. I use proper end of sentence punctuation I use common, proper, and possessive nouns effectively. I use conventional spelling for words with common patterns and frequently occurring irregular words. I spell untaught words phonetically.. I write from left to right and respect margins.
DEVELOPING _____ Some of the words I use are beginning to help my reader “see” what I am describing. I use words and numbers that I am most sure of.	DEVELOPING _____ I write letter strings that form readable sentences. (I like skl/I like school I ha dog/I have a dog) I write more than one sentence/letter string. My sentences/strings always reveal complete thoughts.	DEVELOPING _____ I usually capitalize names and dates. I use proper end of sentence punctuation most of the time. I often use common, proper, and possessive nouns effectively. I spell many words phonetically. I write from left to write.
BEGINNING _____ I am starting to create letter shapes, and I can tell you how I would like my reader to “see” what I am describing. I can tell you how my scribbles represent words.	BEGINNING _____ I love poetry and music. I can tell you how the sound of it makes me happy as a reader. I am able to dictate complete sentences to someone who is writing for me.	BEGINNING _____ I can point out how other writers use proper conventions, but I haven’t started doing this just yet. I like to play with letter and number shapes. I can tell you about the conventions in my art work. For instance, I know how to draw a line to represent the ground, and the sun goes in the sky.

	EXPERIENCED ____	DEVELOPING ____	BEGINNING ____
Writing Process	--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.	--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.	--My writing is usually based upon the first idea that comes to mind.
	--I change my writing as I go, based on new ideas I develop or suggestions from other people.	--I make at least one change to my writing when I'm working.	--I'm not sure how to make changes to my writing yet.
	--I make corrections in conventions.	--I ask others to tell me how to improve my work. Sometimes, I make changes.	--My final copy is nearly identical to my rough draft.
	--I look for ways to share my work with others.	--I share my work when my teacher tells me to.	--I don't share my work with other people.

Technology Integration

EXPERIENCED_____

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.

--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.

--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING_____

--My teacher helps me select and use technology tools that connect with my purposes.

--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise

--I use selected technology tools to share my work with an audience.

BEGINNING_____

--I use the single technology tool suggested to me by my teacher.

--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.

--I am learning how I can share my work with an audience using technology tools.